



## Minnie Hughes Elementary

8548 Willtown Road  
Yonges Island, SC 29449

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	174 Students	
<b>Principal</b>	Marguerite S. Middleton	843-889-2976
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mr. Hillery Douglas	843-767-0740

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Good</b>	<b>At-Risk</b>
2007	Average	At-Risk
2006	Good	At-Risk
2005	Good	At-Risk
2004	Average	At-Risk

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

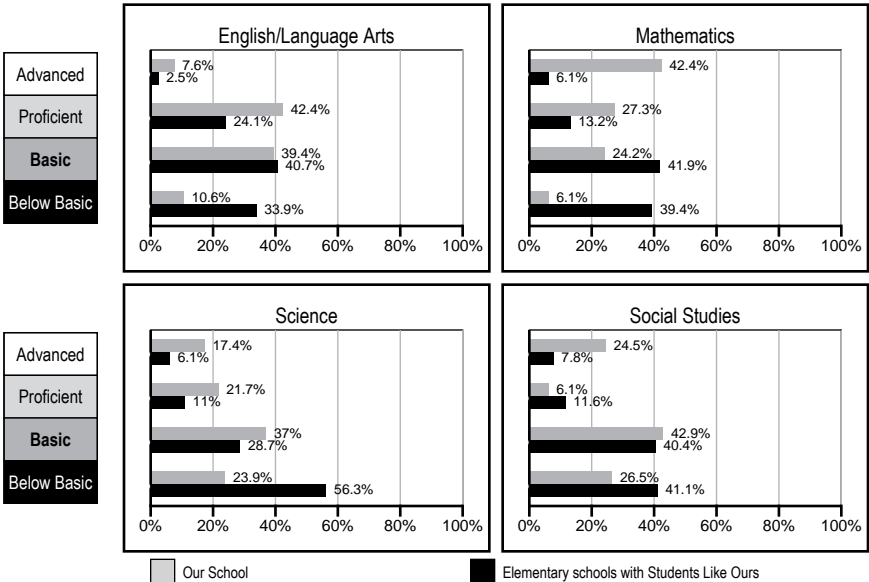
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	4	4	41	58

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

# School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=174)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 65.0%	100.0%	100.0%
Retention rate	2.9%	Down from 4.0%	3.1%	2.3%
Attendance rate	96.3%	Down from 96.5%	96.0%	96.3%
Eligible for gifted and talented	5.5%	Up from 2.5%	2.7%	10.4%
With disabilities other than speech	6.7%	Up from 3.0%	7.6%	7.5%
Older than usual for grade	0.8%	Down from 1.6%	1.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.6%	0.0%	0.0%
<b>Teachers (n=13)</b>				
Teachers with advanced degrees	61.5%	Up from 58.3%	53.3%	56.7%
Continuing contract teachers	76.9%	Up from 75.0%	66.7%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	91.7%	Up from 81.3%	82.6%	86.4%
Teacher attendance rate	97.2%	Down from 98.3%	94.8%	94.9%
Average teacher salary	\$47,156	Up 6.1%	\$43,635	\$45,345
Professional development days/teacher	11.3 days	Down from 13.0 days	13.6 days	12.6 days
<b>School</b>				
Principal's years at school	15.0	Up from 14.0	3.0	4.0
Student-teacher ratio in core subjects	16.1 to 1	Up from 15.9 to 1	16.4 to 1	18.5 to 1
Prime instructional time	93.6%	Down from 94.3%	89.2%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$10,068	Up 2.9%	\$8,217	\$7,052
Percent of expenditures for instruction*	60.3%	Up from 55.8%	68.4%	69.1%
Percent of expenditures for teacher salaries*	48.1%	Down from 53.6%	60.5%	64.2%

\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

This school report card represents the joint effort of our School Improvement Council and faculty. We view this report card as an opportunity to share information regarding our successes and challenges with the community.

We are proud to report that our test scores for year nine of PACT have revealed continuous gains. Both English Language Arts and Mathematics scores in grades 3, 4, and 5 have revealed progressive movement of students from Below Basic to Basic, Proficient, and/or Advanced. This progress is largely attributed to the implementation in grades K-5 of best instructional practices across the curriculum, increased time for math and science instruction, and continuous emphasis on staff development. Because we are located at least 30 miles from Charleston, distance is a factor that presents a challenge for us in attracting and retaining young and talented teachers.

Parent, staff, and student surveys reveal overall satisfactory ratings by all populations served. As we plan for continued student progress, we continue to expect even greater gains. In addition to effective instructional delivery, we will emphasize active parental involvement and student discipline. We continue to ask and expect parents to read with their children daily, check homework daily, and maintain open lines of communication with the school via visits, conferences, etc.

We know that all students can learn, and many can learn at high levels. We are also positive that Minnie Hughes Elementary School will provide the challenging and rigorous curriculum necessary to ensure the success of all students. Call us to join our progressive team of students, staff, and parents.

Marguerite S. Middleton, Principal  
Jovette Simmons Acting, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	14	24	28
Percent satisfied with learning environment	100.0%	100.0%	96.2%
Percent satisfied with social and physical environment	100.0%	100.0%	100.0%
Percent satisfied with school-home relations	84.6%	100.0%	96.3%

\* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress

YES

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	8.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	71	100	10.6	39.4	42.4	7.6	59.1	53.5	48.2	Yes	Yes
<b>Gender</b>											
Male	28	100	16.7	37.5	37.5	8.3	54.2	47.3	41.7	N/A	N/A
Female	43	100	7.1	40.5	45.2	7.1	61.9	59.9	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	4	I/S	I/S	I/S	I/S	I/S	I/S	77.6	60	I/S	I/S
African American	63	100	11.9	37.3	42.4	8.5	57.6	32.1	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75.1	70.4	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	41.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73.2	47	I/S	I/S
<b>Disability Status</b>											
Disabled	3	I/S	I/S	I/S	I/S	I/S	I/S	20.4	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	36.4	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	40	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	63	100	10.2	42.4	44.1	3.4	57.6	33	34	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	71	100	6.1	24.2	27.3	42.4	78.8	49.7	45.8	Yes	Yes
<b>Gender</b>											
Male	28	100	4.2	25	33.3	37.5	83.3	49.5	45.6	N/A	N/A
Female	43	100	7.1	23.8	23.8	45.2	76.2	49.9	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	4	I/S	I/S	I/S	I/S	I/S	I/S	75.6	59	I/S	I/S
African American	63	100	5.1	25.4	30.5	39	79.7	26.2	26.9	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	78.9	71.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	40.3	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	61	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	3	I/S	I/S	I/S	I/S	I/S	I/S	20.2	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	45.5	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	40.1	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	63	100	6.8	25.4	28.8	39	78	28.3	31.4	Yes	Yes

\* Adj - Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	50	100	23.9	37	21.7	17.4	39.1	39.2	35.7	96.3	96
Gender											
Male	19	100	31.3	37.5	18.8	12.5	31.3	40.8	37.4	96.2	95.8
Female	31	100	20	36.7	23.3	20	43.3	37.6	33.8	96.4	96.1
Racial/Ethnic Group											
White	2	I/S	I/S	I/S	I/S	I/S	I/S	66.4	49.2	93.5	96.1
African American	45	100	23.8	38.1	23.8	14.3	38.1	15.3	17	96.4	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	63.5	58	N/A	97.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	26	24.9	96.1	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	37.4	N/A	95.7
Disability Status											
Disabled	2	I/S	I/S	I/S	I/S	I/S	I/S	16.6	14	91.5	94.7
Migrant Status											
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	97.8	96.2
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	26.5	24.4	96.1	96.3
Socio-Economic Status											
Subsidized meals	44	100	27.5	40	20	12.5	32.5	17.1	21.1	96.3	95.5

Social Studies

All Students	52	100	26.5	42.9	6.1	24.5	30.6	40.2	34	96.3	96
Gender											
Male	20	100	29.4	35.3	5.9	29.4	35.3	42	36.6	96.2	95.8
Female	32	100	25	46.9	6.3	21.9	28.1	38.3	31.3	96.4	96.1
Racial/Ethnic Group											
White	4	I/S	I/S	I/S	I/S	I/S	I/S	63.3	44.5	93.5	96.1
African American	45	100	27.9	44.2	4.7	23.3	27.9	19.1	19.1	96.4	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	74.3	58.9	N/A	97.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	29.3	27.5	96.1	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	32.7	N/A	95.7
Disability Status											
Disabled	2	I/S	I/S	I/S	I/S	I/S	I/S	18.2	14.4	91.5	94.7
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	97.8	96.2
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	31.9	27.3	96.1	96.3
Socio-Economic Status											
Subsidized meals	47	100	26.7	44.4	4.4	24.4	28.9	20.1	21	96.3	95.5

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	34	100	0	32.4	61.8	5.9	67.6
	4	23	100	20	50	30	0	30
	5	24	100	21.7	65.2	13	0	13
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	20	100	0	16.7	66.7	16.7	83.3
	4	31	100	13.8	44.8	37.9	3.4	41.4
	5	20	100	15.8	52.6	26.3	5.3	31.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	34	100	5.9	38.2	29.4	26.5	55.9
	4	23	100	20	45	25	10	35
	5	24	100	8.7	60.9	30.4	0	30.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	20	100	N/AV	N/AV	N/AV	N/AV	N/AV
	4	31	100	13.8	37.9	20.7	27.6	48.3
	5	20	100	0	26.3	47.4	26.3	73.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	17	100	23.5	17.6	35.3	23.5	58.8
	4	23	100	50	30	5	15	20
	5	12	100	66.7	16.7	8.3	8.3	16.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	10	I/S	I/S	I/S	I/S	I/S	I/S
	4	31	100	27.6	44.8	20.7	6.9	27.6
	5	9	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	17	100	0	29.4	29.4	41.2	70.6
	4	23	100	40	50	10	0	10
	5	12	100	63.6	36.4	0	0	0
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	10	I/S	I/S	I/S	I/S	I/S	I/S
	4	31	100	34.5	51.7	10.3	3.4	13.8
	5	11	100	27.3	54.5	0	18.2	18.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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